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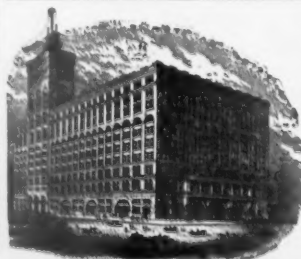
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VOL. XXIX.

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No. 6



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A CLOSER ARTICULATION BETWEEN THE VARIOUS GRADES IN SCHOOL WORK.

The whole scheme of education is on trial; not for life, but for resurrection. Educational gatherings are now largely taken up in discussing questions which are really but different aspects of one and the same great central question—How can the course of education, as a whole, be more perfectly adapted to human needs?

The National Educational Association, whatever else may be said of it, has given body and organization to otherwise intangible and isolated agencies and has thus been the means of bringing into positive, realized form an educational momentum that must otherwise have been impossible.

It is an orchestra in which Dr. Harris has always played a leading part, and to which, in later years, President Eliot, of Harvard, has added his own vigorous tones. As every one knows, the Committee of Ten really voiced the convictions of Dr. Eliot; just as the Committee of Fifteen, so far as its report dealt with the

subject of Correlation of Studies, merely gave sanction to the convictions of Dr. Harris.

Of these reports the "Journal" has already indicated its estimate. Substantially in keeping with this estimate is a paper just received from G. H. Howison, Professor of Philosophy in the University of California. The paper was read at the meeting of the California Teachers' Association in January last.

Prof. Howison, whom St. Louisans remember with pride as having once been one of their number, shows with great clearness that these two reports really express each the educational point of view of a well-defined school of philosophy. The reports may, in fact, be regarded as the maturest utterances of two leaders of thought representing two radically different schools.

The vital distinction, as we have several times tried to indicate in the "Journal," is this: That on the one side everything is based upon the ideal of the individual as an individual; while on the other all is determined with reference to the universal, unvarying type of mind, to which it is the essential task of education to lead the individual to conform.

Hence with the one school there is perpetual insistence upon the importance of interest in the sense of finding what the individ-

See over

ual is most interested in; while with the other there is perpetual insistence upon character, in its ideal sense, as indicating the themes in which the individual ought to be most interested. Logically, the one school would be driven to say: "Find out what the individual would like to be, and help him to be that. Deliver him over to the *Zeitgeist*, the Spirit of the Age, whatever that may be—make a time-server of him." The other must steadily urge the infinite value of the changeless Type of Human Personality, and the supreme importance of arranging all educational schemes and of conducting all educational exercises with the ultimate aim of realizing that Type to the utmost possible degree in the individual.

That is the core of all questions as to the readjustment of the course of study, and as to improvement of methods. For this reason Prof. Howison is convinced that the approval so generally given to the report of the Committee of Ten will not be permanent, while the adverse estimate of Dr. Harris' report will give place at length to permanent approval.

It is a specially hopeful sign, indeed, that the attention of the whole educational world is gradually centering upon the various aspects of this supreme question. It must suffice for the present to call the attention of our readers to reports of two representative discussions. The one is on the "Proper Relation of Secondary Schools to the Schools Below Them" developed a year ago at the thirty-third university convocation of the State of New York and reported in Regents' Bulletin No. 32. The other is the report (in April "School Review,")

of addresses and discussions at the "First Annual Meeting of the North Central Association of Colleges and Preparatory Schools" at Chicago.

In these discussions there is evidence of a good deal of groping, as well as of some clear insight. It is through such groping that clear vision will be reached at length. As we have more than once repeated, the answer to a question is the question itself raised to its highest power. Looking at a question from the outside is already the first step in true orientation leading to the final clear comprehension of its essential inner import.

When this import is clearly and adequately comprehended, and thus becomes the central factor in the practical readjustment of studies now in progress, the course of study will be literally continuous from kindergarten to university, for it will be the consciously worked out and progressively complex medium through which the unbroken and really unbreakable development of individual minds from childhood to maturity is to be attained.

There are moral imbeciles as well as intellectual imbeciles—men who are incapable of keeping their acts in harmony with the logic of morality, as well as men who are incapable of directing their thoughts in accordance with the logic of intelligence; and as the one is never selected as a guide in study, so the other ought never to be chosen as a model in conduct.

"Nothing but a good moral training can qualify a man to study what is noble and just."—Aristotle.

USE IN EDUCATION AND EDUCATION FOR USE.

What President Eliot, of Harvard, means by the "useful" in education, may easily be inferred from remarks of his at the New York University Convocation (1895) on the utility of arithmetic. He says: "Some people think that mathematics is necessary. It seems to me that there is no subject with a minimum of which we can so well afford to be content. Arithmetic used to be considered the backbone of grammar school instruction; but we have now come to perceive that it is the least useful in practice of all the subjects. I am not exaggerating and I do not intend to be humorous. Arithmetic is positively the least useful thing that any child learns in the grammar school today. How much arithmetic do any of us use in life? Nothing, I venture to say, except the most elementary addition, subtraction, multiplication and division, with the smallest numbers. None of us use anything over 10 without resorting to paper and pencil; we should be extremely unwise if we did. Even the practiced salesman in a retail shop must write down any sum which involves any number over 10; he must write it all down, work it out on paper, and hand it in with the account of the sale. Whoever uses arithmetic much in actual life, may fairly be called a specialist. Moreover, the reasoning of mathematics is peculiar to itself. Yet there are still schools which give a quarter of all their time to arithmetic. I have not the slightest apprehension that the children would pay too little attention to arithmetic if they had absolute freedom. They all want to count and buy and sell a little."

It would seem difficult to put education upon a more absolutely

utilitarian basis. And yet in education the real question is not to what outward end, but to what inward purpose shall a given theme be pursued. No doubt the question how to make a living is of very great importance; but of infinitely greater importance is the question: How best to live.

The value of arithmetic, or of any other subject in an educational sense is not to be determined from its "use" in mere commerce; but from its "use" in rationally developing the mind. The question is, not what will tend most to make rich citizens, but what will tend most to make good citizens.

If arithmetic is comparatively poor in educational values properly speaking—and we believe it is—that is a good reason for restricting to narrow limits the attention given it in school. But so long as we are talking of educational aims and means and methods, all questions of commercial aims and means and methods are absolutely irrelevant. The most loudly crying need of our time is just this of perfectly clear distinction between use in education and education for use.

Senator Cannon, of Utah, has proposed the construction in the District of Columbia of a relief map of the United States on the scale of a square yard to the square mile. It seems likely that this plan will be carried out. Why shouldn't each of the great cities have one of its parks so developed as to serve the same purpose?

The real solution of a question, as so often noted, is always "simple"—i. e., it presents the universal principle which is the secret of the organic unity of the given (and otherwise heterogeneous) "facts" in the case.

HORACE MANN.

So ready is America to admit the greatness of the intellectual heroes of other lands, that those within her own borders are sometimes in danger of being neglected, if not wholly forgotten. So it has happened in these latter times with America's greatest educational hero. We have been glorifying Locke and Rousseau and Pestalozzi and Froebel, until we were at the point of forgetting the existence of Horace Mann, who, in his time, was the idol of America, and the admiration of England and of Germany.

But we are returning at length to our native good sense of due proportion, and are beginning to remind ourselves that admiration for the foreign merely as foreign is sheer stupidity, and that nothing can be rationally admirable to an American save that which helps to unfold into richer and finer forms of realization that great Ideal which the world has agreed to call American.

On the other hand, we adopt, and in adopting adapt, the wise saying, current for centuries, but which can never grow "old," and declare that we are Americans, and nothing that is American will we regard as foreign to ourselves.

So Horace Mann unquestionably thought; appropriating, as he did from Prussia, or wherever else, elements that were (and are) distinctively American in character. And again because we find clews and germinal hints in Hegel and in Herbart, in Loyola and in Comenius, in Plato and in Isaiah, of all that we now lay claim to as constituting our great central principle of Freedom, yet this claim is none the less original with us, because America is the one country in the world where this principle is consciously adopted once for all as the focus

of all national aims and of all individual aspirations.

And this is the real secret of American enthusiasm, and of the enthusiasm of Horace Mann as an American. It is the secret of American enthusiasm in education and of our universal reverence for Horace Mann, as the great representative American enthusiast upon the subject of education.

For the very word "enthusiasm," as coming from the two Greek words: *en*, within, and *theos*, god, just means this; the sense of God within one.

That is the American Ideal; and the public school is just the medium which has for its purpose (1) to awaken every child in all the land to a consciousness of this Ideal as his own; (2) to stimulate him to eager effort toward the fulfillment of that Ideal in his own individual life, and (3) to guide him toward truly wise self-regulation in that effort.

Or, as Horace Mann himself declares in more pictorial phrase: "The object of the common school system is to give to every child a free, straight, solid pathway, by which he can walk directly up from the ignorance of an infant to a knowledge of the primary duties of a man."

In perfect accordance with this he further declares that "Development of mind is by growth and organization." In other words, education is simply an evolutionary process consisting specifically in that greatest of all miracles, the unfolding of Divinity in Humanity—the progressive, regulated realization of the literally god-like qualities of self-knowledge, self-restraint and self-respecting self-activity.

Hence the teacher's task is nothing less than this: To supervise the process of this actual growth and practical organiza-

tion of a human soul. And here Horace Mann, along with all sane people, would insist that whatever the form or degree of supervision, it must be surcharged with sympathy and encouraging stimulation; not with terrorizing, paralyzing, suspicion-breeding despotism. The former is American. The latter is Asiatic. The former is in the best sense Christian. The latter is in the worst sense Mohammedan. The former is of the essence of the religion of Freedom and genuine spirituality. The latter is of the essence of the religion of Fate, and gross materialism.

And all this is equally true, whether the supervision be of a child by a teacher, or of one teacher by another teacher.

Seeing, then, that the public school is first of all and above all the instrumentality for clear self-definition on the part of the child respecting all that is divinest within him, it is no wonder that our American educational hero, Horace Mann, should declare with all his American enthusiasm that the public school is the greatest discovery the human race has ever made. No wonder, either, that he should turn aside from all other interests and devote his life to the shaping of the public school system in accordance with the central spirit of the New World, whose inmost breath is the Goddess of Liberty lighting up the way to the emancipation and rejuvenation of the Old World.

"True to life" is supposed to be the final word in recommending a book. But it may be true to false life and so false to true life, and hence unworthy the reading.

Chicago has fourteen high schools enrolling 8,000 pupils.

LEARNED WOMEN IN EARLY TIMES.

Those who imagine that women are now for the first time in the history of the world enjoying the advantages of education, will do well not only to remember Lady Jane Grey, but also to read in George Haven Putnam's "Books and Their Makers During the Middle Ages" (I. 33.) how in the time of Augustine there were nuns who were specially skillful scribes, of whom one, named Melinia, and living in a convent near Carthage, is described as writing "swiftly, beautifully and correctly—*celeriter et pulchra, citra errorem.*" These were occupied in making copies of books.

Still further one finds (p. 51) how the nun, Bertile, in the sixth century, "by her learned lectures on Holy Scriptures," attracted to Chelles "a large concourse of auditors of both sexes." Another, Hroswitha, who became abbess of the convent at Gandersheim about the beginning of the tenth century, "composed a much esteemed treatise on logic," while Cecilia, daughter of William the Conqueror, and "Abbess of Kueaen, won fame for her school in grammar, philosophy, and in poetry." And these are only examples.

Among other good things in Dr. Soldan's address at the Jacksonville meeting (see this Journal for March), was his clear word on the importance of Psychology and Ethics as constituting a factor in the course of study for high schools. There can be no doubt that there is a growing conviction to the effect that the study of mind constitutes a vital aspect of all true education. And by the time the pupils of high schools having a four years'

course, have reached the Senior year, they have attained sufficient maturity of intellectual power to render such study not only practicable but highly attractive to them. It may be added that Prof. John Dewey, of the Chicago University, has expressed himself through the "School Review" in a way quite in accordance with the statement of the case as made by Dr. Soldan, and that the experience with this study in the St. Louis High School for twenty years past practically confirms the same view.

The vital, organic relationship between High School and District School in St. Louis (and everywhere else for that matter) may be seen from the following facts:

1. As Mr. Wm. J. S. Bryan, the principal, kindly informs us, 41 out of 72 teachers in the High School have come by direct promotion from the district schools of the city—a number of others with similar experience elsewhere.

2. Practically all the assistant teachers in the district schools—the rule already including kindergartens—are graduates of the High School, and more or less looking for promotion to the High School.

3. All pupils in the district schools look forward to graduation from the High School, many hoping to become teachers in the district schools, and, perhaps, also in the High School.

The whole system thus really constitutes one great school distributed in many buildings for purposes of graduation and convenience in attendance.

An experiment is only the objective form of an experience.



BOOKS IN EDUCATION.

REV. CHAS. E. STOKES.

Books have more to do with scholarship than with education. It is a mistaken idea that no one but a scholar can be an educated person, or that because one is a scholar he is an educated person. I believe it is true that only the more advanced thinkers have discovered any difference between scholarship and education. The great mass of teachers and practically all the people make no discrimination between the scholar and the educated person.

Up to the last quarter century we have had no ideas of education except those taken from Europe. It is only recently that the college curriculum has materially changed from that early day when education consisted of a sort of aristocracy in which the masses had little or no part.

The genius of American institutions demands that we form and maintain an idea of education peculiar to our needs and not patterned after any other country or age. Even methods of teaching must conform to this requirement sooner or later.

One has only to read carefully the reports of committees on courses of study or to peruse carefully the drift of argument at our conventions of educators to realize that education and book-learning are no longer one and the same thing.

An educated person in this day and land is one who is prepared to live in a manner most useful to himself and others, and to take advantage of that manner of life

presented to him and pursue it with pleasure and to the highest good of all.

He is not necessarily educated who steps forth from the rostrum of graduation, dubbed a bachelor, when his four years' course in college has been in books. True, he has capacity; but a vessel must have something else besides capacity. A sharp, nicely adjusted tool will do better work than a dull one, provided it has a skilled hand to guide it. I have a capacity for music, but so slight is my skill that I cannot so much as play a jewsharp. A mind with capacity only is like an undiscovered coal mine.

Knowledge, skill and citizenship are the three components of American education.

Knowledge should include something to express, skill the power to express it, and citizenship how to express it in the most useful way.

I am persuaded that we shall soon see the object of public schools is not to make scholars, but producers and citizens as well.

In this country, the highest idea of true citizenship does not consist in singing "God save the Czar," but "God save our country."

Neither is the producer in America in the same relation to the whole. He is not classed in a stratum that must forever remain at the same level. Skill has been crowded from our notion of education because skill relates to labor, and the educational systems which we have borrowed are all fashioned upon the principle that labor is menial, servile and degrading. Hence the unanswerable charge that we educate to avoid labor and not to facilitate it.

It is necessary that we teach principles of science, language,

mathematics, etc., but it is equally necessary that we teach the dignity and majesty of labor and a capacity and skill for performing it.

Let the scholar have his books and provide him every means for advancing his chosen calling; let the artisan have his skill and tools and put to his use every means that will increase his productive power; let the merchant have the principles of trade and throw open to him all the facilities for traffic that he may become the greater assimilator of wealth and improvement. Educate them all that each may become most useful, best fitted and most happily adapted to his place.

Let us remodel our courses of study in the graded school, the college and the university to meet these requirements of a complete American education.

Clarksville, Ark., May 25, 1896.

"Certainly for education, character is the true elemental fire; if only the instructor has it, it will, if not enkindle, at any rate give warmth and bring out abilities."
—Richter.

"It matters less what you learn than of whom you learn."
—Emerson.

"Discipline must be a never-ceasing constant pressure; never violent; and always graduated, so as to be fitted to its end, corporal chastisement being the final resort."
—Comenius.

DON'T FRET.

"Are your enemies at work?
Don't fret.
They will soon be glad to quit.
If you heed them not a bit,
They will soon be glad to quit.
Don't fret.
Has a horrid lie been told?
Don't fret.
It will run itself to death,
As the ancient adage saith,
And will die for want of breath.
Don't fret."

RECENT CHANGES IN THE SCOTCH UNIVERSITIES.

BY J. M. DIXON.

The constitution of the Scotch universities is not very well understood on this continent, although their reputation stands high. Probably more popular and democratic institutions have never existed. Their doors have been open to every one presenting himself and paying the matriculation or entrance fee of five dollars, and the requisite class fee or fees. Until two years ago not even an entrance examination had to be passed. The students live where they will in the city, are required to attend no chapel service, and enjoy the most perfect liberty; so much so that one will see a young nephew and his married uncle attending the same class, and there will be no sense of incongruity.

So liberal a treatment of the students, combined with such exceptional advantages in the quality of instruction offered, led to overgrown classes. The period from 1875 to 1885 was a period of peculiar congestion, when single classes rose to the number of four, five and six hundred, and even with division of the whole there was a constant scramble for seats. It must be remembered that the Scotch universities have always been more or less international. To take the whole number of students that attend, and by an arithmetical process get the resultant fraction representing the number of students in proportion to the population, does not furnish a sound item in statistics. What about the Englishmen, Irishmen, South Africans, Australians, Canadians, Hungarians, Armenians, Hindoos, negroes,

numbering many hundreds at Edinburgh? For instance, in 1889, the South African quota alone was one hundred. Glasgow has always served as a university to the north of Ireland, with which it has every facility of communication. The most famous professor the university at present boasts of, Lord Kelvin, is a north of Ireland man; its professor of moral philosophy was twenty years ago a cobbler in Wales; and both are graduates of the institution.

While these large classes poured numerous fees into the pockets of the lucky professors—for each professor gets his own fees—it was felt that it would be a salutary change to make the work of the universities more intensive and less extensive. The four hundred students, for instance, who attended the Junior Latin class at Glasgow were in great measure material of little value to a university; callow lads requiring the strict discipline of school or raw countrymen who stood much in need of a preparatory training. The Parliamentary Commission recommended an entrance examination; and when this was lately put in force the results were a little astonishing. Of the entrants at Glasgow University, 80 per cent failed to pass; but I believe the examiners were induced to revise the list. The fact was the preparatory schools in Scotland had been suffering from the unfair competition of the universities. The prestige of the latter, and the peculiar liberty allowed to the individual student in attendance, carried off to these centers immature lads who were quite out of place on university benches. Professor Blackie used to tell one of his freshmen, little B—e, to stand up in the seat for he couldn't

see him. And this very B—e became a strapping lad before he got through his arts course.

American universities have little to learn formally from the Scotch institutions, whose glory lies, not in the system, but in the use that is made of it, and in the temper of the students and of the community. The prestige of the professors is enormous; much is expected of them, and, when they respond to the call, their influence, morally and intellectually, is peculiarly far-reaching. There are only four universities, and the requirements in each are identical. Every minister in the country, every medical man, every teacher of the second grade, has attended one of them, and has had his mind formed there. At present, with the new entrance requirements, and the bifurcating of courses, enabling students to specialize, the universities are passing through a period of change. The standard is higher and the attendance is less. The last is altogether a good sign, for it simply means that the institutions are refusing to do preparatory work and that this is falling on the secondary schools.

In all manual education, which is being recognized more and more as a part of the best school systems, the chief object is mental development and culture. Manual dexterity is but the evidence of a certain kind of mental power; and this mental power, coupled with a knowledge of materials and a familiarity with the tools the hand uses, is doubtless the only basis of that sound, practical judgment and ready mastery of material forces and problems which always characterizes one well fitted for the duties of active industrial life.

Mere hustling won't accomplish anything. A fly under a tumbler hustles.

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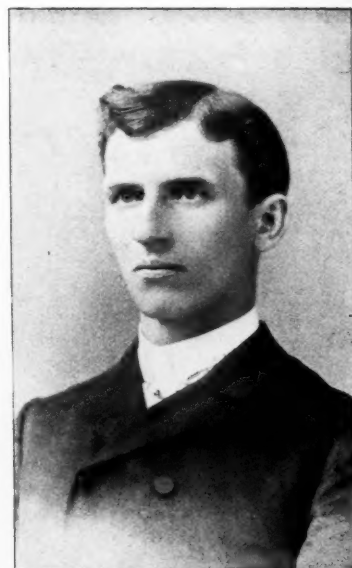
A GROUP OF PROMINENT EDUCATORS.



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Sup't of Schools, Springfield, Mo.



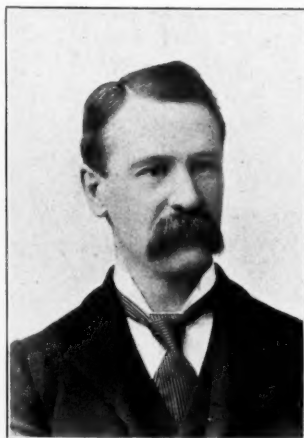
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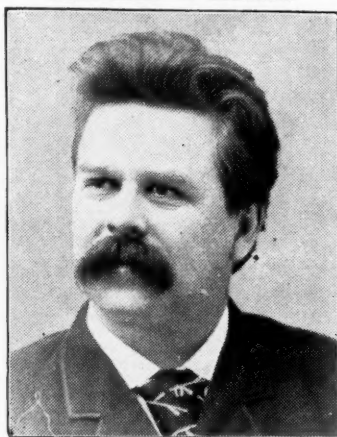
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HON. WM. T. HARRIS,
Commissioner of Education.



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HON. SAMUEL M. INGLIS,
State Sup't, Illinois.



C. M. WOODWARD,
Director Manual Training School, Wash-
ington University, St. Louis.

No. 14.

FAREWELL TO THE FOREST.

25

MENDELSSOHN.

p Andante non lento.

1. Thou for - est broad and sweeping, Fair work of na - ture's God, Of all my joy and
 2. Who right - ly scans thy beau - ty, A so - lemn word shall read Of love, of truth and
 3. Ah! soon must I for - sake thee, My own, my shelt'ring home, In sor - row soon be -

p weep - ing, The con - se - crate a - bode! Yon world de - ceiv - ing ev - er,
 du - ty, Our hope in time of need. And I have read them of - ten,
 take me, In yon vain world to roam. And there the word re - call - ing,
 Yon world de - ceiv - ing ev - er,
 And I have read..... them of - ten,
 And there the word..... re - call - ing,

f Mur - murs in vain a - larms, O might I wan - der nev - er From thy pro - tect - ing
 Those words so true and clear, What heart that would not soft - en, Thy wis - dom to re -
 Thy so - lemn les - sons teach, 'Mid care and dan - ger fall - ing, No harm my soul shall

might I wan - der nev - er, Oh,
 heart that would not soft - en, What
 care and dan - ger fall - ing, 'Mid
 From thy pro - tect - ing arms!
 Thy wis - dom to re - vere?
 No harm my soul shall reach.

dim. arms! Oh, might I wan - der nev - er, From thy..... pro - tect - ing arms!
 vere, What heart that would not soft - en Thy wis - dom to re - vere?
 reach, 'Mid care and dan - ger fall - ing, No harm..... my soul shall reach.
 From thy pro - tect - ing arms!
 Thy wis - dom to re - vere?
 No harm my soul shall reach.

might I wan - der nev - er
 heart that would not soft - en
 care and dan - ger fall - ing,

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INFLUENCE OF HORACE MANN UP-
ON OUR COMMON SCHOOLS.

BY A. R. MORGAN.

To attempt to estimate the influence of Horace Mann, even in one division of his work, must be considered the greatest presumption. The influence of such a life spent in earnest effort for the welfare of mankind is a geometrical series running through the years, whose sum is infinity. 'Tis beyond the power of human mind to estimate. Therefore, we will attempt no more than to call attention to some of the effects of the labors of this man on the institutions of our common education.

To speak of Mr. Mann as an educator is to enter into his inmost life, for that cause, of all others, roused into action all his powers. The first conviction of his early manhood was the necessity of head and heart culture in the citizens of a Republic. Reared in Massachusetts, that cradle of the common school idea, interested and active in the cause of hospitals for the insane, he was led into that belief of the primary causes and hindrances of human development which is so widely accepted today by the people of this land. During the best ten years of his life he was secretary of the Board of Education of his State, an office better called Superintendent of Public Instruction. In this capacity he laid out for himself and accomplished Herculean tasks for education of the masses, laboring with a fervor of action which obstacles could not daunt, and which no selfish or personal consideration could abate. These efforts put forth there in New England have increased and extended in power and influence, spreading throughout the land, until public educa-

tion, in the estimation of her people, is one of the first of America's institutions—until this institution has become, as Dr. Mayo has declared, "the one rock upon which there is union throughout this nation."

At this time the public school had degenerated to a school for the poor only. He labored to make it an institution where both rich and poor should be taught—a common school. He succeeded, and in so doing caused the public school to become a permanent and potent factor in our civilization. In this I note his primary influence.

What are the means by which public instruction has been made possible and effectual? By what instruments is it being sustained, and rendered more efficacious? By educational meetings and normal schools. Who first promulgated, succeeded in having established and successfully conducted normal schools? Who demonstrated the practical benefits of educational meetings?

Read the annual reports, made by its secretary, to the Massachusetts Board of Education, and you will answer these questions with the name of Horace Mann.

In Mary Mann's "Life of Horace Mann" we read: "For one convention authorized to be held by the Secretary, he had during this year, 1838, held four or five, the extra occasions being at his own expense. He continued to do this through his whole occupation of the office, and was occasionally assisted by the contributions of friends to a very small amount. The same may be said of the teachers' institutes, a sort of temporary normal school afterwards established. In the teachers' institutes he often labored alone for days." From his diary, February 3, 1838: "This afternoon, have had a meeting, full of

interest and promise, at Chauncey Hall, of all the teachers of the primary schools in this city (Boston.) The object is to bring them together, once a week, to hear a lecture; to converse on some topics relating to the subject in which they are all engaged, and not only to have a free communication and exchange of views which are now entertained, but, by turning the minds of so many persons to the facts suggested by their own experience, to improve and extend the valuable information that may now be possessed by all." These are of the many facts which may be cited to show that these mighty rivers in the educational world, normal schools and educational meetings, flow from springs in the life-work of Horace Mann. Here we mark a second line of influence.

Next to the normal school and educational meeting I would rank the educational journal as an instrument in the teacher's world. 'Tis a mighty factor. What had this educator to do with it in its beginning? Again I read from his diary, November 17, 1838: "Today the first number of the 'Common School Journal' has been issued. With this I hope to awaken some attention to the great subject I have in hand. It must be made an efficient auxiliary, if possible. I know it will involve great labor; but the results at the end, not the labor, at the beginning, are the things to be regarded." From his biography: "This periodical fully answered the purpose for which it was established. It was continued for ten years, and contains not only Mr. Mann's best thoughts upon all the topics treated in it, but all the annual reports made to the board during his secretaryship. Friends contributed valuable papers to it also.

"It is a work which has been sought by those interested in education all over the world, even in the heart of Asia; and the numbers left after the work stopped had a regular sale as long as complete sets could be made out from them."

Today the "Journal of Education" sits in the seat of Horace Mann's "Common School Journal," and ranks as the first educational periodical in the land. In this same field come those remarkable productions, his annual reports, to the Board of Education—great in themselves and far-reaching in their influence. His specific duties as secretary of that board were to collect information of the actual condition of the common schools, and to diffuse as widely as possible the most approved and successful methods of arranging the studies and conducting the education of the young. These annual reports not only show how well he performed these duties, but they have been models, in form and matter as well as incentives, throughout the years to this time. And I dare say that in the preparation of his recent most excellent report, Superintendent John R. Kirk, of our own State, did not lose sight of the Massachusetts reports of 1837-1847. But without further amplification, let me say that in educational journals and reports we see a third line along which the influence of Mann has gone out.

But did this champion of public education confine himself to general work, leaving details and application to others? Not only did he write and speak, but taught and trained others to teach. He urged the selection of well qualified teachers and set forth in forcible terms the requirements of a teacher. On one occasion he said: "The highest

duty of a teacher is to produce the greatest quantity and the purest quality of moral action." Then the following from his first annual report he urged: "Do not inflict upon the children of a whole district the calamity of an ignorant, ill-tempered or profane teacher." Who can read these words and look into our schools and say that Horace Mann's precepts are not applicable in our day! Supplemental to his first annual report he thoroughly discussed the location, ventilation and lighting of school houses; also desks, seats, windows and play grounds. He urged the teachers to see that the seats and buildings are not defaced, to look after the warming and comfort of the room, to enforce cleanliness and neatness, and to guard the manners and morals of those in their charge. Methods of teaching, school government and teachers' wages were common topics in his lectures, teachings and writings. In school economy then we find a fourth field, of which every part has received seed from the fruitful mind of this man.

In 1843 Mr. Mann sailed for Europe to visit the schools, especially in Germany. This was his great movement to improve the methods of instruction, and to bring the subject of moral education more fully before the public. Here we see the turning of the attention of America to Germany for educational ideas, which has been the custom from that time to this, some of the results of which our own St. Louis public schools set forth. His manner during this tour is interesting. "It was his habit," I read from his biography, "to spend the day, from 7 to 5 o'clock, in visiting schools and the men interested in them, and many of his evenings in reading documents which he gathered in his progress." The

"white-haired gentleman," as he was called, excited much interest in the school masters, to whom he did not always give his name; for he wished to see the schools in undress. The main results of the tour were given to the public in his seventh annual report. The immediate effect of this report was a general shaking among the dry bones at home. He left no opportunity unemployed to improve the teachers; and he sought every means to ennoble the instructor that the latter might inspire the boys and girls of the land. Has he not left his stamp upon the character of the public school corps of today? Conscientiousness, earnestness and untiring effort were the attributes of his character. Where in this land can be found a class of people equal in magnitude so earnest, untiring and conscientious as the teachers of the public schools?

Fellow-teachers, from a bit of my own experience let me say—if you are tired to exhaustion, if you feel that you are laboring in vain, if you are discouraged, read the life and works of Horace Mann, and you will return to your work with renewed energy and greater heart. You will also feel like declaring with Frank H. Kasson that "the great movements which he set in motion move on, that like his bronze statue at the portal of the Capitol of Massachusetts, his spiritual figure breathes inspiration to purer, truer, nobler thinking, at the door of every school, college and seminary of learning in America."

(A paper read before the St. Louis Pedagogical Society at a celebration of the one hundredth birthday of Horace Mann, May 4, 1896.)

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TEACHING HISTORY.

BY OTTO M. SANKEY.

There is hardly any branch that will so quickly tell the tale of a teacher's ability as that of history. Very often we find such an evident lack of systematization, such a confusion and bareness when the theme egresses a little beyond the machine questions of the text-book that I cannot see how then one can still pretend to say, "I teach history." History, the codex of princes and fore-warner of average mankind—can its stirring lessons be brought home by rattling off a lot of text verbatim? If it is said in the Holy Writ "the word slayeth," this is most adequately true from the records of humanity, history. It is the all-around study of the teacher requiring at once logical power to arrange every important fact in orderly sequence under its proper head and sub-division; and form these facts as so many premises from which to draw correct conclusions as to cause and effect; a strong memory is needed so that the teacher may not be compelled to crouch behind the text-book in the agony of her soul; and lastly, forcible expression, i. e., suited to the pupil, both for the sake of interest as also for an easier grasp. The point of suitability is an important matter. Every branch of school work must be taken in under the then peculiar phase, whether that of the child, the boy's or the youth's. The highest problem in numeral relation, of trigonometry and calculus have their antecedent in the primary's first day's work; the most recondite of principles in physics and chemistry can find such in a poem on the sun-beam—certainly then history can make no exception. Our topic, therefore, naturally divides; (a) in manner of teaching history in

general and (b) in the phases of teaching same.

1. Manner—The suggestion of same may readily be found above. As first principle I must emphasize logical arrangement and—not assigning too long a lesson. That will do away with one hindrance. Then arrange a carefully—pardon the expression—dove-tailed skeleton; no break, no clashing. Take the title whatever it may be; place most important events as so many sub-heads; under these write consecutive principal facts in their respective station. In earlier years draw the ideas of cause and effect from natural succession of facts principally; later on show from causes extant the necessary particular facts as effects; first, however, considering the latter in a general way. The *a priori* and the *a posteriori* ought never be separated; least of all in history.

As to a logical outline, take for instance the British War. (Blackboard):

CAUSES.	Old Debts. Impressment. The Milan Decree. Orders in Council. Leopard and Chesapeake, etc.
	Impressment no longer insisted upon. Respects of European nation. Impossibility of foreign powers gaining a foothold in this country. Strength of U. S. in defensive warfare. Manufacture and Commerce revived.

CAMPAIGNS, OR RATHER SUCCESSION, OF MEANS OF SETTLEMENT.

The English attempt to weaken the U. S. from the west.—Battle of Tippecanoe, 1811.

War declared June 19, 1812.

Surrender of { Brock,
Detroit. { Hull.

Queenstown, Oct. 13 { Brock,
Rensselaer, etc.

Why were these points chosen? Geography will furnish important reason.

Naval Battles.—Constitution-Guerriere; Alert-Essex; Frolic-Wasp; United States-Macedonian; Constitution-Java, etc., etc.

CAMPAIGN OF 1813.

Gen. Hampton.	North. { Montreal, Plattsburg, etc.
	Center. { York, Chrysler's Field, etc.
Gen. Dearborn.	West. { Ft. Meigs, Ft. Stephenson, etc.

Why?

And so on all through. Explain reason for position, movements of generals, policy pursued, etc. Effects, of course, belong to the last. As Prof. Hinsdale puts it so tersely, ask when, where, how, why and what then. In how far these and similar schedules may be used before hand or after depends on age and capacity of pupil and will be yet more evident later on.

With regard to memory a teacher ought to have fully mastered the particulars of each lesson before coming to class. Throw the book aside with a whole-souled resolution and stand independent. I do not even like to see an outline or short synopsis on desk. With sound logic, a healthy stomach and a good conscience, why should memory fail?

In expression let the teacher be a veritable old-time story-teller, not too fast, but enthusiastic, living among the scenes in question and transporting child mind fully thereto. (Standard historical novels and similar classical literature is very serviceable; also poesy. Scott, Tennyson, Irving and many others furnish abundant material.) The child cannot so well as yet get the gist and marrow from the printed page: thought cannot so quickly run back or forward, or grasp a mass of particulars at once unless clearly and lucidly told.

Let pupils hear the stealthy tread of the soldiery under Mad Anthony at the capture of Stony Point; the ring of hammer and ax building Perry's flotilla at Lake Erie; let them see the vast

conflagration on the levees at New Orleans, April 25, 1862. Intersperse many a pleasant anecdote or story. Above all have constant reference to geography, also belonging to correct expression.

2. Phases.—These are, as said above, the child's, the boy's and youth's. To the child by all one connecting with the other in regular lessons. A schedule review of the simpler headings might be made afterwards; not so much from blackboard as by pleasant conversation, then writing down. Rewriting from memory for language lessons is very useful. As in childhood we look more for form, the outside and show of things, there is no use of diving too deeply into the caverns of reasoning. Living, loving and loveable personality is the child's need. Text-books have but a small place.

The boy or girl, say in intermediate grades needs more. While the little child is content with the what, the boy is more curious about the why. Hence, it is well as the lessons advance to build up schemes of principal facts in proper order and as they pass one by one to inquire into reason therefor and what followed. A text-book with short, concise description is now needed. Do not have any one recite in exact verbiage unless in direct quotations. These impart more life. Lead rather by proposing principal themes when in order.

With more grown scholars synthesis increases. Whence? becomes the leader. Cause may now be taken first and effects and also various movements and means directly deduced; then entering upon description and explanation. The text-book ought now be a more comprehensive one. But remember always, the pupil's mind cannot live on skele-

tons any more than the body on dry bones. Everything requisite must be put forward. And while history is in the first place an informative study, its main purpose lies in ethical directions.

Thus, I think, the earnest, well-wishing teacher may find a few more holds and be of greater encouragement both to herself and to the pupil.

UTTERANCE OF THOUGHT.

BY AN OLD CONTRIBUTOR.

Utterance of thought, either orally or in writing, pre-supposes, (1) Close attention, for without it knowledge cannot be obtained. (2) A knowledge of the meaning of words, for without this expression is mere parrot repetition.

The acquisition of knowledge is of but little use to anyone without the ability to tell in good language and correctly what has been learned. Teachers must studiously avoid careless expressions and must accept only correct and accurate answers. Other things being equal, the man who can express himself best has the advantage in the world. An illogical method of thinking and a careless manner of expression make a man unstable in all his ways; for as a man thinketh, so is he.

The following are specimens of off-hand compositions written by twelve teachers who held No. 1 certificates written when passing examination. Most of these writers are farming, practicing medicine or law:

(1) "A Cow."

"A cow is a very useful animal; especially the Jersey cow. In the first place, she gives the richest milk of the cow kind. The butter sells for more in the market. The beef is better, being of a finer grain. They are more docile than any others."

(2) "Man."

"A man is an animal and he is superior to all the inferior animals."

(3) Beans.

"Beans are plants which complete their growth in one year. Their stems are her baceous; they belong to the leguminous plants. There are many varieties, but only two general divisions, bush and climbing."

(4) A Chair.

"A chair is an object which we usually sit upon. They are most all made

of wood, but there are iron chairs. They may have four legs; they may have more or less than four. They are used in most all houses.

(5) Trees.

"There are a great many kinds of trees, namely: The apple tree, pear tree, plum tree and forest trees. The fruit trees grow from the seed, which is planted. If we plant the seed of a peach, in a few years we will have a tree which will bear us peaches, etc."

(6) Horse.

"The horse is an animal, having mane, tail and four legs, and is very useful to man. In fact, he is almost indispensable to man."

(7) A Horse.

"A horse is an animal with long mane and tail. It has four legs and can run and gallop and trot."

(8) A Horse.

"A horse consists of four legs and feet."

(9) A Horse.

"The horse is an animal with different colors, white, black and gray. Horses is useful to man in bearing burdens, drawing loads, etc.

(10) As evidently an attempt to describe a member of the Board of Examiners.

"A natural object has just entered the room. It belongs to the genus homo. Some naturalists call the family bimana. This specimen is about six feet high, and has red hair and blue eyes. It possesses the physical properties common to all members of the family. Time does not permit me to do justice to its mental and moral traits."

It seems unlikely that ten persons without preconcerted action would all write in jest. These are actual quotations from papers submitted to a Board of Examiners some fifteen years ago. The writers of these specimens of literature were all either graduates of colleges or normal schools.

Beware of Ointments for Catarrh that Contains Mercury,

As mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they do is tenfold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free. Sold by druggists, price 75c per bottle.

MISSOURI STATE TEACHERS' ASSOCIATION.

Everything looks favorable for a large attendance at the Pertle Springs meeting, June 23 to 25. The program is one of the very best and the recreation provided by the Tyrolean Troubadours will be a rare treat to all who attend. Tuesday forenoon Miss Anna L. Clark of Nevada will have a paper on "Biography a Necessity in Education;" Supt. A. E. Clarendon will discuss "German Criticisms of the American School System," and Supt. W. S. Dearmont of Kirkwood will speak of "French Criticisms of the American School Ssystem." Each to be followed by general discussion.

In the afternoon Tuesday "The Psychology of Language" will be taken up by Supt. H. A. Hollister of California; "Civil Service for Teachers," by Supt. T. E. Spencer of Marshall, and Dr. T. W. Galloway of Marshall will talk on the very important subject of "The Ethics of the School."

Dr. F. Louis Soldan's address Tuesday night on "Three Landmarks in the History of Education," and the half hour's recital by the Tyrolean Troubadours will make an evening session that will be well worth going miles to hear.

Wednesday morning will be devoted to the report of the Committee of Fifteen. Dr. R. C. Norton of Kirksville will speak on "The Training of Teachers;" Assistant Supt. I. C. McNeill will talk on "Correlation of Elementary Studies," and Supt. G. V. Buchanan will open the discussion on "Organization of City School Systems."

In the afternoon Wednesday "State Institutions" will be discussed by Supt. F. P. Seaver; "Experimental Psychology," by Dr. H. T. Fuller, and Prof. G. W. Krall will introduce "Actual Science Teaching in Elementary Schools."

Wednesday night's session will be devoted to "Memorial of Horace Mann" and addresses will be made by Prof. E. D. Phillips, Kansas City; Dr. W. M. Richardson, Kirksville; Hon. L. E. Wolf, Kansas City, and Prof. X. P. Wilfley, Sedalia.

Thursday forenoon the very inter-

esting subject of "Child Study" will be taken up by Miss Ophelia Parrish of Springfield, followed by "The District School," by Mr. D. M. Boyer, Easton, and "The Individuality of the Teacher," by Prof. F. A. Hall, Springfield.

Thursday afternoon Principal J. D. Wilson of Sedalia will speak of "The Ideal High School," after which "Echoes From the Four Corners of the State" will be heard in ten minute talks from Supt. A. P. Settle, Northeast; Supt. J. H. Malugen, Southeast; Principal P. H. Crafton, Northwest, and Principal E. E. Dodd, Southwest.

The Missouri Pacific Railroad will make a rate of one fare for the round trip. The other roads will make a rate of one and one-third fare, on the certificate plan. Be sure to get a certificate when you buy your ticket.

OUR ENGRAVED HEADING.

Thoughts suggested by a careful study of the heading of "American Journal of Education" by Margaret K. Hern:

The first object of interest is the "Lamp of Knowledge," giving off its beams of light, thereby dispelling the gloom of ignorance. After, is the orderly arrangement of the five books, besides the tasteful decoration.

The base or lower book advises "Supervision," which is necessary in order that the child may learn aright. On that is placed "Theory," which the teacher elaborates in practice with the help of "Aids and Devices." The study of the sciences is then in order, capped by "History," and its philosophy. "American" and "The Safety of a Republic" is a lesson in patriotism and statesmanship. "Universal Education" is of cubic measure, comprising length, breadth and thickness.

The words "Journal of Education" being composed of white letters, on a dark ground, illustrate how knowledge lights up the darkest places. To sum up: The title page is calculated to exercise attention, observation, thought, taste, discrimination and judgment.

Clark, S. D., May 24, 1896.

THE N. E. A. AT BUFFALO.

The great meeting is being talked of and advertised everywhere, and we believe that Buffalo will witness the largest attendance ever brought together at a meeting of the National Educational Association.

The President of the National Educational Association this year is Superintendent N. C. Dougherty, of Peoria, Ill., a trained executive who may be counted on to do everything possible to secure the utmost success of the coming Buffalo meeting.

President Dougherty is one of the leading educators of America and one of the most gifted scholars who ever occupied the honorable position of President of the N. E. A.

The meeting of the Association proper will be preceded, as usual, by a four days' session of the National Council, a select body of teachers chosen from the general membership.

The arrangement for the distribution of baggage at Buffalo will be well nigh perfect. C. W. Miller's baggage agents will board all through trains before they reach Buffalo and check trunks to hotels and residences for all such as are located in advance of the meeting. Price, 25 cents. Mr. Miller will have over one hundred carriages at the command of the teachers during the N. E. A., at reasonable rates. Every precaution will be taken by the railroads and all parties concerned to deliver baggage promptly. There will be no such vexatious delay in this matter as there was at Denver last year.

No trip to Buffalo will be complete without a visit to Niagara Falls, Chautauqua Lake, Watkins Glen, Crystal Beach, and the many other wonders to be seen in that wonderful region. By all means go on over the Adirondacks, see Lake George, the Thousand Islands and the broad Atlantic.

Did You Ever Ride on the "Knickerbocker?"

It is the sensation of a life time. Don't miss it when you go to Buffalo. Arrange your trip so as to leave St. Louis at noon. Any day will do. She never misses. You will be in Buffalo next morning before breakfast. Rather fast? Well, the traveling public say it is the "Finest train in the world." The "Knickerbocker Special" runs via the Big Four route and W. J. Lynch, Assistant General Passenger Agent, St. Louis, is the proper party to write to for particulars regarding the N. E. A. meeting at Buffalo. Write to-day.



CIVIL GOVERNMENT.

1. (a) What are taxes? (b) Give an example of an indirect tax.
2. (a) What is the duty of the town collector? (b) How is he paid?
3. What is meant by (a) majority and (b) plurality in an election?
4. (a) Distinguish between a civil and a criminal action. Define (b) suffrage; (c) constitution.
5. (a) Are courts of any service to people who never come before them? (b) Give reason for your answer.
6. (a) Distinguish between a pure democracy and government by representation. (b) Would the former be possible in this country? (c) Give reason for your answer.
7. What are the various stages through which a bill must pass to become a law in this State?
8. What constitutes the electoral college?
9. What powers are granted to Congress by the Constitution over (a) postal affairs; (b) money; (c) taxes; (d) the District of Columbia?
10. What is meant by protective tariff?

AMERICAN HISTORY.

1. What is the date of (a) the discovery of America, (b) the settlement of Jamestown, (c) the breaking out of the French and Indian war, (d) the breaking out of the Revolution?
2. For what were the following persons famous in the early history of Virginia: Sir Walter Raleigh, Powhatan, Sir William Berkeley, Nathaniel Bacon? Select for answer any three of the four mentioned names.
3. (a) What nation colonized Georgia? (b) What nation then held the neighboring colony of Florida?
4. Why was the Niagara River an important point in the French and Indian war?
5. (a) What was the Boston port bill? (b) By whom and for what purpose was it passed?
6. Describe the route by which the

army of Burgoyne reached the battle fields of Saratoga.

7. (a) What was the object of the embargo laid in Jefferson's administration? (b) What was its effect on our commerce?

8. (a) What was the subject of dispute which led to the war between this country and Mexico? (b) Why were the people of the South generally in favor of waging that war?

9. Give an account of a naval engagement of the Civil war other than that of the Monitor and Merrimac.

10. What disaster has in the last twenty-five years visited (a) Chicago, (b) Charleston, South Carolina, and (c) Johnstown, Pennsylvania?

METHODS AND SCHOOL ECONOMY.

1. Name three conditions that should receive attention in caring for the physical welfare of the pupil.
2. What should be the chief purpose of discipline, as regards the school?
3. Name two special advantages of written spelling.
4. Name two purposes of arithmetical study.
5. Should a person who uses tobacco be employed to teach school? Give a reason for your answer.
6. When should the teacher begin to train the pupil in the art of correct expression?
7. Mention two facts of geography that can be best taught by the use of a globe.
8. What special preparation should the teacher make for the reading lesson?
9. How should correct pronunciation be taught?
10. Suggest a method for developing the pattern of a cube.

CURRENT TOPICS.

1. What important excise law has been enacted by the present Legislature?
2. Name three important provisions of this measure.
3. What was the cause of the recent trouble in the Kentucky State Legislature?
4. What action has Congress taken on the Cuban question?
5. (a) Name four men prominently considered in connection with the Presidential nomination for the coming

election; (b) the State of which each is a resident; (c) the political party of which each is a member.

6. What was the result of the meeting of the Italian and Abyssinian troops at Adowa about March 1 last?

7. What distinguished soldier of a foreign country recently visited this country?

8. What is the "Greater New York bill?"

9. Why were American Consulates in many parts of Spain recently attacked by mobs of students and other citizens of Spain?

10. The one hundredth birthday of what distinguished educator will occur May 4 next?

11. When will Arbor Day occur?

12. What ancient games have recently been revived in Greece, in which several American colleges were represented?

ARITHMETIC.

1. Divide 141 rd. 1 yd. 2 ft. 6 in. by 8.
2. (a) Express $\frac{7}{8}$ per cent in the form of a common fraction and in the form of a decimal.
(b) Express in words 209-404, 600,0002.
3. Find the square root of .000071, correct to four places.
4. The factors of the dividend are $18\frac{1}{2}$, 15, $24\frac{3}{4}$ and 7 1-3, while those of the divisor are 17 1-3, 8 2-9 and 19 4-5. Find the quotient by cancellation.
5. A hardware merchant sold two stoves for \$30 each, gaining 20 per cent on one and losing 14 2-7 per cent on the other. How much did the stoves cost him?
6. A stock of goods valued at \$18,500 is insured for 3-5 of its value, at 13-5 per cent. Find the premium.
7. Find the net proceeds of a sale of 50 shares of United States express stock at 38, brokerage 1-8 per cent.
8. If the interest on \$100 for 3 yr. 4 mo., at 6 per cent per annum is \$20, for how long must \$350 remain at interest at $4\frac{1}{2}$ per cent per annum to produce \$42? (Solve by proportion.)
9. A buggy listed at \$125, 30 and 8 off, is sold on 90 days' time, 5 per cent discount for cash. Find the cash price of the buggy.
10. Find the cost of 24 planks 16 feet long, 14 inches wide, and $2\frac{1}{4}$ inches thick, at \$23.50 per M., board measure.

GEOGRAPHY.

1. If the temperate zone were 50 degrees in width, what would be the inclination in degrees of the earth's axis?
2. Locate the four chief cities of Canada.
3. Locate by counties the following villages of New York: (a) Richfield Springs, (b) Saratoga Springs, (c) Canandaigua, (d) Plattsburg, (e) Malone. Select for answer any three of the five mentioned places.
4. Name four rivers of New York rising in the Adirondack Mountains, and tell into what water each flows.
5. (a) What river between South Carolina and Georgia; (b) between Washington and Oregon; (c) between Arizona and Nevada?
6. (a) Locate Chile, (b) Describe its seacoast. (c) Name two chief productions.
7. Where and what is each of the following: (a) Trinidad, (b) Tokyo, (c) Dardanelles, (d) Stockholm, (e) Halifax?
8. (a) Name the four countries of Africa bordering on the Mediterranean Sea. (b) Name a chief city of each.
9. (a) What country of Europe is noted for its low elevation? (b) What bay indents its coast? (c) What is its metropolis?
10. Name three things which chiefly affect the climate of a country.

GRAMMAR.

- 1 One who has never taught learns
- 2 little from visiting another's school,
- 3 in comparison with him who there
- 4 sees his own errors in a new light,
- 5 and finds methods and devices for
- 6 which he has sought in vain, and
- 7 which he may put to a wiser use in
- 8 increasing his own efficiency and
- 9 worth.—George Howland.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answering papers, it is recommended that candidates observe the following suggestions:

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the proposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order; class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz.: transitive and intransitive; a transitive verb may be used in the active or passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Classify the following clauses according to note 1: (a) One learns (line 1); (b) Who has taught (line 1); (c) Who sees (lines 3 and 4); (d) He has sought (line 6); (e) He may put (line 7).

2. Give (a) two modifiers of learns (line 1); (b) two modifiers of has sought (line 6).

3. (a) Select two participles. (b) Give the syntax of each.

4. Select all the adjectives, indicating such as are (a) pronominal adjectives (adjective pronouns), and (b) in the comparative degree.

5. Parse who (line 1).

6. Give the syntax of (a) one (line 1); (b) another's (line 2); (c) worth (line 9).

7. Select a verb (a) in the potential mode, present tense; (b) indicative present; (c) indicative perfect.

8. Decline the personal pronoun of the second person.

9. Write a sentence containing a clause used as attributive (predicate noun).

10. (a) Write a sentence having than immediately followed by a personal pronoun. (b) Give the syntax of the pronoun.

COMPOSITION.

Write a composition on one of the following subjects:

The Lakes of New York.

Summer Schools.

An Experience in a Storm.

The Modern Newspaper.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thought expressed.

2. The correctness and propriety of the language used.

3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance.

PHYSIOLOGY AND HYGIENE.

1. How do the bones of a person differ, in respect to composition and flexibility, in childhood, in middle life and old age?

2. The muscles attached to the skeleton generally have attachments to more than one bone. Explain the necessity for this and illustrate by referring to the biceps muscle.

3. Compare the skin with the mucous membrane with respect to (a) secretions; (b) location.

4. What is separated from the blood by (a) the liver; (b) the lachrymal glands; (c) the kidneys?

5. If breathing were suspended for one or two minutes what would be the effect upon the blood in the lungs?

6. (a) Into what large vein do the absorbent blood vessels of the stomach and intestines unite? (b) What artery leads from the left ventricle of the heart?

7. (a) Why should one refrain from eating food or drinking fluid that has been left exposed in a room where a person is suffering from a contagious or infectious disease? (b) State a simple means of disinfecting a room where a contagious disease has prevailed.

8. (a) Mention two digestive fluids

which act upon the food in the alimentary canal before it passes the pylorus. (b) What food elements does each of these fluids respectively digest?

9. Give three rules referring to the proper care of the teeth.

10. (a) For what two purposes is opium commonly administered by physicians? Mention two of the harmful effects produced by its continued use.

Answers.

CIVIL GOVERNMENT.

1. (a) Contributions of money exacted by governments from individuals for public purposes. (b) A tax on an imported article.

2. (a) To collect the moneys owing to the town. (b) By a certain rate per cent on all moneys collected.

3. (a) By a majority is meant a number representing more than one-half the total number of votes cast. (b) By a plurality is meant a number exceeding the number of votes cast for any one else.

4. (a) A civil action is an action instituted for the recovery of money, and a criminal action is one instituted for the punishment of one who has committed a crime. (b) Suffrage is the right to vote. (c) A constitution is an instrument, either written or printed, containing a set of laws for the government of any organization.

5. (a) Yes. (b) The very fact of their existence is deterrent to evil-doers.

6. (a) A pure democracy is a government by the people themselves, because all have an opportunity to express their opinion, to vote on all matters of public concern. A government by representation is a government by representatives elected by the people. (b) Yes; in the town meetings of very small communities, but not in the United States or in any State as a whole. (c) 1. Because all could not meet in one place, have opportunity to express their opinions and vote. 2. The difficulty of assembly alone would be sufficient to prevent.

7. It is first introduced by a member before the house; referred to a committee, who report on it; advanced to third reading; voted upon; sign-

ed by the presiding officer, and sent to the other house, where the same formalities are gone through. If affecting some city, it is sent to the Mayor of that city, who approves and sends it back to the Governor for his signature. If he vetoes or simply ignores it must be repassed and sent to the Governor. If the Governor vetoes it may be repassed over his veto or become a law.

8. Each State selects as many picked men as the number of its Senators and Representatives together. These leading citizens from all the States constitute the electoral college.

9. (a) To establish post offices and post roads. (b) To coin money, regulate the value thereof, and of foreign coin. (c) To lay and collect taxes. (d) To exercise exclusive legislation in all cases whatsoever over it.

10. A duty upon imported articles to protect and foster home manufacture.

HISTORY.

1. (a) 1492. (b) 1607. (c) 1753. (d) 1775.

2. Sir Walter Raleigh—sent out two vessels under command of Amidas and Barlow, who gave glowing accounts of the country seen by them. Queen Elizabeth declared this event to be the most glorious of her reign, and, as a memorial of her unmarried state, named the region Virginia.

Powhatan, chief of Indians.—Capt. John Smith, when captured, was brought before him, who met with the other warriors in council and determined that Smith should be executed.

Sir William Berkeley, Governor of Virginia, noted for his tyranny.

Nathaniel Bacon—noted for rebelling against Berkeley's tyranny.

3. (a) The English. (b) The Spanish.

4. Because it afforded easy communication with Canada.

5. (a) A bill passed closing the port of Boston and removing the Custom House to Salem. (b) By the English Parliament, to punish the Bostonians for throwing overboard the tea shipped to Boston.

6. Started from Canada, sailed up Lake Champlain to its head, whence he marched to Fort Edward, on the Hudson. Crossed the Hudson and advanced to Saratoga.

7. (a) To forbid American vessels to

leave the ports of the United States. (b) Very injurious.

8. (a) The annexation of Texas. (b) Because it would give them another slave State.

9. The Alabama, commanded by Capt. Semmes, sailed into one of the harbors of France, where she was blockaded by the Kearsarge, commanded by Capt. Winslow. After an engagement of one hour and a quarter, which took place about five miles from the shore, the Alabama was sunk.

10. (a) A great fire. (b) An earthquake. (c) A flood.

METHODS AND SCHOOL ECONOMY.

1. Ventilation, illumination and posture.

2. To secure moral habit or develop character.

3. (a) Focusing of energies? The eye sees what the fingers do; the mind synthesizes and therefore retains more faithfully. (b) The proper motor habit is induced and so-called automatic spelling attained more readily.

4. (a) To develop the mind. (b) To fit a child for a commercial life.

5. Yes. A person may use tobacco moderately with no impairment of mind or body.

6. At once.

7. Latitude and longitude. Alternation of night and day.

8. Familiarize himself with the words, idiomatic expressions, allusions and the thoughts of the writer, and discover what is already known by the class and what needs to be perceived.

9. By pronouncing the words for the pupils first (the pronunciation of course to correspond with that given in standard dictionaries), and in careful and progressive study of diacritical marks.

10. Distribute materials for drawing. After pupils have drawn on their papers the necessary figures, then ask them to fold in accordance with instructions of teacher, who folds his paper before the whole class. That done, then question as to the faces, edges, corners. And when the desired answers have been elicited, tell them that a box, having six such faces, six corners and twelve edges, is called a cube.

CURRENT TOPICS.

1. Raines excise law.
2. The payment of \$800 for a license. No saloon to be within a distance of 200 feet from a school or a church. No free lunches.
3. The two houses could not agree on a representative to the United States Senate.
4. Congress voted for recognition of Cuba as a belligerent power.
5. Major McKinley, Ohio, Republican; Thomas B. Reed, Maine, Republican; William E. Russell, Massachusetts, Democratic; David B. Hill, New York Democratic.
6. Disastrous to the Italians.
7. Yamagata of Japan.
8. It is a bill contemplating the annexation of Brooklyn, Long Island City, Kings, Richmond and major part of Queens Counties to New York.
9. Because of the sympathy of the Americans for Cuba, and the vote by the House of Representatives in favor of recognition of belligerency.
10. Horace Mann.
11. May 8.
12. The Olympic games.

ARITHMETIC.

1. Rods, yds., ft.
17 3 2
2. (a) 7-800; .00%. (b) Two hundred nine four hundred fourths. Six hundred, and two ten-thousandths.
3. .0084.
4. 17 37-64.
5. \$25 and \$35.
6. \$177.60.
7. \$1897.62½.
8. 2 yrs. 8 mo.
9. \$76.475.
10. \$23.688.

GEOGRAPHY.

1. 20 degrees.
2. Montreal—Southwest part of Quebec, on the St. Lawrence River.
Toronto—Southeast part of Ontario, on Lake Ontario.
Quebec—Southwest part of Quebec, on the St. Lawrence River.
Hamilton—Southeast part of Ontario, on Lake Ontario.
3. (a) Otsego; (b) Saratoga; (c) Ontario; (d) Clinton; (e) Franklin.
4. Hudson—into New York Bay.
Saranac—into Lake Champlain.
St. Regis—into St. Lawrence River.
Rackett—into St. Lawrence River.

5. (a) Savannah. (b) Columbia. (c) Colorado.

6. (a) Southwest part of South America. (b) Broken. (c) Copper and saltpeter.

7. (a) Near mouth of Orinoco River—an island. (b) On island of Hondo (Japan)—capital of Japanese Empire. (c) Between Asia and European Turkey—a strait. (d) Southeast part of Sweden—capital. (e) East part of Nova Scotia—capital.

8. Egypt—Cairo.

8. Tripoli—Tripoli.

8. Tunis—Tunis.

8. Algeria—Algiers.

9. (a) Netherlands. (b) Zuyder Zee. (c) Amsterdam.

10. (a) Distance from the equator. (b) Elevation above sea level. (c) Prevailing winds and ocean currents. (d) Distance from sea coast.

GRAMMAR.

1. (a) Principal; (b) subordinate; (c) subordinate; (d) subordinate; (e) subordinate.

2. (a) "Little;" "from visiting another's school," adverbial phrase. (b) "in vain" and "for which," adverbial phrases.

3. "visiting"—governed by preposition "from."

3. "increasing"—governed by preposition "in."

4. "One," "another's," "own," (pronominal adjectives); "new," (common); "wise" (common in comparative degree); "own," (pronominal).

5. "Who"—relative pronoun—agrees with antecedent "one" in third person, singular number, masculine gender by preference; it is in the nominative case, because it is the subject of verb "has taught."

6. (a) "One," nominative case, subject of verb "learns;" (b) "another's," possessive case, governed by noun "school;" (c) "worth," objective case, governed by participle "increasing."

7. (a) "May put;" (b) "learns;" (c) "has sought."

8. Singular—nom., thou; poss., thy or thine; obj., thee. Plural—nom., you; poss., your or yours; obj., you.

9. Our intention is, that this work shall be well done. (Work shall be done—att. clause.)

10. Henry ranks higher than he; he, nominative case, subject of verb "ranks" understood.

PHYSIOLOGY AND HYGIENE.

1. In middle life the proportion of animal substances is about one-third; in childhood this proportion is far greater. But in old age the proportion of mineral substances is in excess.

2. The force generated by a contraction of the biceps is applied to the bones through the intervention of the tendon which is attached to the bone of the forearm.

3. (a) Glands of skin secrete oily substance, which lubricates the skin. Glands of mucous membrane secrete mucous. (b) Skin is an external covering. Mucous membrane is an internal covering.

4. (a) Bile. (b) The moisture furnished to the conjunctiva. (c) The urea and other deleterious substances.

5. It would become venous, because the carbonic acid gas was not expelled.

6. (a) The portal. (b) The aorta.

7. (a) Because the food or fluid may be contaminated by the germs floating in the air. (b) Close all windows and doors, stop up all crevices. In the center of the room place a dish containing burning sulphur and brimstone.

8. (a) The saliva and the gastric juice. (b) The saliva—starch and sugar. The gastric juice—albumen, gluten, casein, fibrin.

9. Avoid exposing the teeth to sudden changes of temperature. Do not injure the teeth by biting hard substances. At night before going to bed, on rising in the morning and after each meal, the teeth should be washed with water and toothbrush.

10. (a) To induce sleep and deaden pain. (b) Disease of the digestive organs and impairment of the heart's action.

ST. LOUIS TO THE SOUTHWEST.

Parties who intend visiting the southwest should bear in mind the fact that the Iron Mountain Route is the shortest and quickest line to the principal points in Arkansas, Texas and the Great Southwest. For descriptive and illustrated pamphlets, and for full particulars concerning tickets, time tables, rates, etc., address the company's agents, or H. C. Townsend, General Passenger and Ticket Agent, St. Louis.

SCHOOLS AND UNIVERSITIES.

STATE UNIVERSITY SUMMER SCHOOL.

With some exceptions here and there our public schools are not teaching science as it should be taught. The Legislature, therefore, maintains this summer school at the University by direct appropriation. No teacher is allowed to pay anything whatsoever for the instruction or for the use of the laboratories. The instruction is confined to such forms of science as are most profitable to the public schools of the State; but, within this restricted range, it is unquestionably the best Summer School of Science that has hitherto been established on the soil of the United States of America. Why should our teachers stay at home when they can live quite as cheaply at Columbia and the instruction costs them nothing? Why should they go North or East, and pay high prices for what the State is here offering them free, and in far better form? The University derives no sort of profit from this school, but maintains it entirely for the good of the teachers of Missouri. Whatever helps the teachers forward helps forward the schools, and helps, finally, all educational agencies. President Jesse is doing everything he possibly can to make the School of Sciences in every way a success.

THE MANUAL TRAINING SCHOOL.

While exact drawing and the theory and use of tools constitute the distinguishing features of this school, it must be borne in mind that manual training is a minor part of the educational work done in the school. Mathematics, through algebra and geometry, elementary science, based upon individual work done in the laboratory in biology, chemistry and physics; two years' work in French, or German, or Latin; and above all, thorough, persistent and continuous work in the study of the English language and of selected specimens of English literature—run through the whole course. Those who have completed the full curriculum covering three years, are well qualified to enter schools of engineering, architecture and polytechnic schools in general.

WASHINGTON UNIVERSITY.

The sixteenth year of this school will close by an exhibition of its work on Tuesday, June 16, and by graduating exercises on Wednesday evening, June 17. To this exhibition and the graduating exercises all interested people are cordially invited. At the exhibition will be shown not only selections from the year's work in free-hand and instrumental drawing, and a large variety of tool work, but evidence of laboratory work in science, such as note books, drawings and original apparatus, prepared and used in the school while studying physics, chemistry, zoology and botany.

CLARK UNIVERSITY.

Clark University, Worcester, Mass., offers an extended programme of a summer school for the ensuing vacation. It is to be devoted entirely to Psychology, Biology, Pedagogy and Anthropology. The lecturers are: President G. Stanley Hall, Ph.D., LL.D.; Clifton F. Hodge, Ph.D.; Edmund C. Sanford, Ph.D.; William H. Burnham, Ph.D.; Alexander F. Chamberlain, Ph.D.; Herman T. Lukens, Ph.D., and Ernest H. Lindley, A. M.

For the very newest of the "New Psychology" and the "New Education" doubtless Clark University is the place of all places to go. For the truest of the true psychology and education it is, we fear, the place of all places not to go. We can but regret that this institution should develop into so one-sided a mode of dealing with the great subject of education. We are far from saying that the biological and anthropological aspects of educational theory are of little value. We only insist that these aspects must be held in strict subordination as merely accessory to the great central purpose of developing mind.

UNIVERSITY OF MISSOURI.

The catalogue of the University of Missouri shows rapid development, especially in science and scientific methods. Several new laboratories have been established, and laboratory courses offered. Much of the progress is in the College of Agriculture, where the work of the students in the laboratories of horticulture, bacteriology, entomology, etc., makes the new and strengthened courses eminently practical and thorough.

ST. LOUIS SCHOOLS

From a circular received from Dr. Soldan, it appears that the change in the course of instruction and training of teachers for the St. Louis schools, which has for several years been in process of modification, has now reached matured form: After graduating in the normal course in the High School, the young ladies will have a year of work as pupil teachers. They will be definitely assigned to schools to do actual work as teachers, will have opportunities for observation, and will have a special prescribed course of study to pursue with reference to education under the guidance of teachers chosen for that purpose. This is certainly an advance upon the usual normal school method. Not only so, it is an advance of the highest promise in point of vital educational results.

INSTITUTES.

Jasper County has over 300 teachers enrolled as members of the Institute, which is being held at Carthage. Each instructor is a specialist in his department and is doing excellent work. Mrs. Reece, of the Kansas City schools, is not only telling the teachers what ought to be done in number work, but she has a class of children each day and is actually doing the work before the Institute. This is real pedagogical work.

Superintendent Wharton, who is generally a broad-minded man, we were sorry to find handling the school journal question on a very narrow gauge platform.

Pettis County is having one of the best Institutes ever held in the State. Superintendent Driskell and his able corps of instructors are all strong, capable, hard working educators, and they are succeeding in getting the teachers to crowd an immense amount of work into the small time allotted to the summer meeting. Superintendent McMillan is a "good mixer." He puts just enough spice into the lessons in pedagogy to make them very interesting.

C. A. Faust, "the auto man," has an ad in this number. He is an artist in his line and handles nothing but the very best automatic shading pens and ink.



URANIA.

(Roughly rendered into English from the crabbed original of Herr Krumm-kopt. By W. M. B.)

A woman?
Yes, human!
Her rights have no bound.
Yet truly
When duly
Truth's dawn has flamed 'round,

Complaining,
Disdaining
By woman or man,
Upbraiding,
Parading,
As leading the van,

All loses
Confuses
Itself in the glare.
High station?
Ovation?
Perfumes in the air?

A breathing,
A seething,
And after—what then?
From high ones
A sign runs
Prophetic to men:

"Small measure
Of treasure
That's worthy of man,
That strongest
In longest
At best of life's span,

"Can gather
Ere rather
With coming of night,
All pride of
The tide of
A world-ruling might,

"Swift-fading
No shading
Of 'royal' leaves trace.
Speed slowly
Then! Lowly
And loyal give place

"To other
As brother!
And woman? Her Right
Divine is
As mine is—
Shines human, all Light!"

THE GRADUATING CLASS.

The following poem, dedicated to the graduating class of '96 of the Mason City, Ill., High School, written by Prof. J. P. W. Brouse of Prescott, Ariz., is a gem of its class, and many graduates will appreciate the many good points contained therein:

TO THE CLASS OF '96.

Dear Maud, Nel an' the rest of 'em, I
can't be there to talk;
You know full well the story in life's
pedagogic walk;
I fain would see the tender youths
launch their ships aright;
But I can't be there to-night, dear
girls, I can't be there to-night.

Yes, 'tis commencement night at Ma-
son City, the girls are dressed in
white,
An' they're a primpin' an' a smilin'
upon the left an' right;
They're a sighin', speechifyin'—got
the reins without a check;
An' the boy is still a standin' on that
awful burnin' deck;

An' Mary has her little lamb, an' he is
still the rage,
You'd scarce expect Mary to speak in
public on the stage;
An' Iser is rollin' rapidly, I can hear
and see it all;
An' not a drum is heard, not a funeral
note to stop commencement ball.

Oh, pilot, 'tis a fearful night, there's
danger on the deep,
And unless Ulises defends the pass,
we'll never get to sleep.
At midnight in his guarded tent the
marshal sleepin' lies;
But graduates still have the floor an'
are talkin' awful wise.

The girls are tellin' all they know an'
are lookin' mighty fine,
An' some are born at Bingen, fair
Bingen on the Rhine;
But Curfew shall not ring to-night,
they've sworn it; an' they know;
For it's commencement night at Ma-
son City, an' they're going to
have a show.

The clock strikes one; we take no note
of time;
On with the dance; 'tis life's written
page in rhyme.
I hear 'em charging Chester an' see
'em urg'in Stanley on;
But I can't be there to defend the
class with Mehan and Agent
John.

For I must be up an' doin' with a gall
for any fate,
Or judgment day'll come along an'
find me swingin' on the gate.
So, of all sad words of tongue or pen—
an' you'll agree I'm right—
It's commencement night at Mason
City, an' I can't be there to-
night.

—Mason City Independent.

LITTLE KINDNESSES.

If you were tolling up a weary hill
Bearing a load beyond your strength
to bear,
Straining each nerve untiringly, and
still
Stumbling and losing foothold here
and there,
And each one passing by would do so
much
As give one upward lift and go their
way,
Would not the slight reiterated touch
Of help and kindness lighten all the
day?

If you were breasting a keen wind,
which tossed
And buffeted and chilled you as you
strove,
Till, baffled and bewildered quite, you
lost
The power to see the way, and aim
and move,
And one, if only for a moment's space,
Gave you shelter from the bitter
blast,
Would you not find it easier to face
The storm again when the brief rest
was past?

There is no little and there is no much:
We weight and measure and define
in vain.
A look, a word, a light responsive
touch
Can be the ministers of joy to pain.
A man can die of hunger, walled in
gold.
A crumb may quicken hope to
stronger breath,
And every day we give or we withhold
Some little thing which tells for life
or death.
—Susan Coolidge.

"I must get a book of etiquette,"
said Maud. "What for?" inquired
Mamie. "I want to find out what
Senatorial courtesy is." "Oh, I heard
my father talking about that. I know
what that is. It's a rule by which ev-
ery Senator is forbidden to interfere
when they get to disgracing one an-
other."



DAY AND NIGHT—CAUSE.

1. What relations of earth and sun could cause day and night?
2. Which seems the most probable?
3. Over how much of the earth's surface does the sun shine at once?
4. Does more than one-half of the earth receive light at the same time?
5. Do all places on the same meridian have sunrise at the same time?
6. What is a solar day?
7. What causes differences in length of solar days during the year?
8. What is the length of mean solar day?
9. What is the length of sidereal day?
10. Why is a solar day longer than a sidereal day?
11. What is a civil day?
12. Where does a civil day begin? Trace the international date line.
13. How many civil days can the earth have at once?
14. When does the earth have one day at every place, e. g., Sunday everywhere?
15. Through how many degrees does the earth pass in 24 hours? 1 hour? 1 minute? 1 second?
16. When it is sunrise in Chicago, where is it noon? Where sunset? Where midnight?
17. When it is 9 o'clock a. m. here, where is it 12 m.? Where 6 a. m.?
18. Where 12 midnight?
19. When it is noon Monday at Chicago, what time and what day is it at Honolulu? At New Zealand? Pekin? London?
20. Locate standard time meridians.
21. Why is a standard time meridian a zigzag line?
22. What is the use of standard time?
23. What is the difference between standard and sun time here? If standard time were adopted for the whole earth, what would be the advantage or disadvantage?
24. What causes change in length of day and night?
25. Suppose the earth were cylindrical in form, what would be the effect on day and night?

26. If it were a cylinder, what would the horizon be?
27. If it were cylindrical, what people would have sunrise and sunset at the same time?
29. What would be the effect on change of length of day and night?
30. What would be the shape of the horizon?
31. If the earth were conical in shape, what would the horizon be?
32. What people would have sunrise at the same time?
33. What causes changes in length of day and night?
34. What is meant by sunslow? Sunfast? —C. C. N. S. Envelope.

LEAVES FROM LITERATURE.

BY JOHN GOFF, A.M.,
Jackson Collegiate Institute.

"A LITTLE NONSENSE."

What author's name would be suggested:

1. By seeing some one chewing?—Chaucer.
2. By hog killing time?—Bacon.
3. By smelting gold?—Goldsmith.
4. By looking at a caravan of the desert?—Cambell.
5. By not having enough to eat?—Moore.
6. By a door latch?—Locke, Key.
7. By a magnificent building?—Temple.
8. By childhood?—Young.
9. By a fine piece of iron?—Steele.
10. By rapidity of motion?—Swift.
11. By meeting two men named Edward?—Edwards.
12. By the different colors?—Gray, Green, Black, White, Brown.
13. By a house on fire?—Burns.
14. By being caught in a snap?—Dickens.
15. By a child's head-gear?—Hood.
16. By some one stepping on your toe?—Great Scott.
17. By meeting a very tall man?—Longfellow.
18. By a severe headache?—Paine.
19. By a miraculous tale?—Story.
20. By glancing over the newspaper?—Read.
21. By being beaten in a game in which you did not win a single point?—Taylor.
22. By seeing a thorny bush?—Hawthorne.
23. By thinking of earth's sweetest and most hallowed places?—Holmes.

24. By the great staple of the Southern States?—Cotton.
25. By a growth on the foot?—Bunyan.
26. By visiting a place where barrels are made?—Cooper.
27. By the most vital organ of the body?—Harte.
28. By seeing the keeper of the grist?—Miller.
29. By ladies' dresses?—Sale.
30. By hearing the cry of a wolf?—Howells.
31. By seeing some one in splendid health?—Hale.
32. By seeing a big rope?—Cable.
33. By repeating the list of interjections?—Shaw.—Southern School.

COLLECTIVE NOUNS.

The following will afford material for an interesting and profitable exercise on the different applications of collective nouns of similar meaning:

- A fleet of ships,
- A flock of sheep,
- A bevy of girls,
- A pack of wolves,
- A gang of thieves,
- A host of angels,
- A shoal of porpoise,
- A troop of buffaloes,
- A covey of partridges,
- A horde of ruffians,
- A heap of rubbish,
- A drove of oxen,
- A school of whales,
- A congregation of worshippers,
- A corps of engineers,
- A band of robbers,
- A swarm of locusts,
- A crowd of people,
- A galaxy of beauties.

Write the preceding upon the board, omitting the nouns to be supplied by pupil.

In voting as to who the four greatest Americans were, the school children of one of our large cities agreed upon Washington, Lincoln, Hamilton and Webster. It would seem very desirable that all school children should know how these heroes looked in life. The most excellent portraits which have ever been published of them for school room decoration are made by A. W. Elson & Co., 146 Oliver street, Boston, in their series of the "Makers of Our Nation." The portraits of Washington, Lincoln, and Hamilton are now ready. Send for catalogue, giving full description.

By E. C. Mills, Western Normal College, Bushnell, Ill.

REFLECTIONS.

"Are your materials first-class? If not, procure the best at once, as it is impossible to do creditable work with poor materials. Don't get careless in your work; careless and neglectful ways lead to many a failure. Be patient and persevering. Call upon your critical faculties often. Much valua-

b b b b b b b b b b b b b b b b
become bacon balance banana banco b
k k k k k k k k k k k k k k k k
knave knack kirk kink kilderkin k
f f f f f f f f f f f f f f f f
fain fame franchise finite fume r
j j j j j j j j j j j j j j j j
juice junior jaundice jeer jasmine
p p p p p p p p p p p p p p p p
penman pneumonia persimmon p

Mark these words diacritically.

Trance, alas, basket, calm, ant,
grant, almond, dance, soprano, waft,
wrath, pastor, launch, draft, master,
idea, umbrella, moth, moths, oath,
oaths, cloth, cloths, discern, forehead,
been, Tuesday, isolated, Italian,
pumpkin, God, dog, disarm, ere, agen,
every, oases, desist, elm, mouth, thither,
chagrin, resume, regime, film, path,
paths, column, disease, de cease, project,
exquisite, exit, exile, corporal,
mouths, tiny, formally, migrate, which,
lightning, lightening, nominative, algebra,
opponent, compound, mischievous, piano-forte, romance, sacrifice,

ble time is often sacrificed by persons who try to write by practice alone. Remember that the hand is the agent of the mind; it performs that which the mind conceives. Therefore, let careful study precede practice in every instance, and never, never neglect to criticise your own work."

INSTRUCTION.

Begin the work by drilling about ten minutes on the direct and reverse oval exercises, Nos. 1 and 2, on plate 1. Make them alternate, first retracing them, then extending some distance across the page by practicing on exercises 17 and 18, plate 1. Be sure to

maintain an easy, rolling motion of the arm. For the last two movement exercises, let the arm move quietly toward the right.

Follow the instruction given on plate 4 for the copies on this plate.

SUGGESTIONS.

Give every letter a careful examination, and get the form clearly fixed in the mind, then with a good pen, good position and good ideas, proceed to practice with care. Each time you commence practicing begin with some exercise given on plate 1, and you will gain control of the muscles of the arm quite readily.

PRONUNCIATION.

corporeal, formerly, cemetery, acclimate, mercantile, atoll, tune, produce, marry, adult, exemplary, dishonest, quinine, sine die, squalor, toward, vehement, Arkansas, interest, bronchitis.
—Normal Exponent.

SPELLING.

- | | |
|----------------|-----------------|
| 1. trophies, | 10. sciences, |
| 2. occasion, | 11. engagement, |
| 3. Druids, | 12. cronies, |
| 4. novels, | 13. conscience, |
| 5. beaux, | 14. jingling, |
| 6. anecdote, | 15. honest, |
| 7. criticised, | 16. mottled, |
| 8. reproaches, | 17. seized, |
| 9. relieved. | 18. daughter. |

- | | |
|--------------------|-------------------|
| 19. consummate, | 35. apprehension, |
| 20. policy, | 36. favor, |
| 21. liquor, | 37. maintenance, |
| 22. solitary, | 38. parties, |
| 23. dismal. | 39. apothecary, |
| 24. flaunting, | 40. having, |
| 25. nerves, | 41. civil, |
| 26. precipitation, | 42. neither, |
| 27. bicycle, | 43. veteran, |
| 28. merely, | 44. distracted, |
| 29. horror, | 45. mistletoe, |
| 30. attorney, | 46. excellence, |
| 31. embarrassment, | 47. Champlain, |
| 32. rival, | 48. colors, |
| 33. ambition, | 49. quadrille, |
| 34. fashionable, | 50. precisely. |

ABBREVIATIONS.

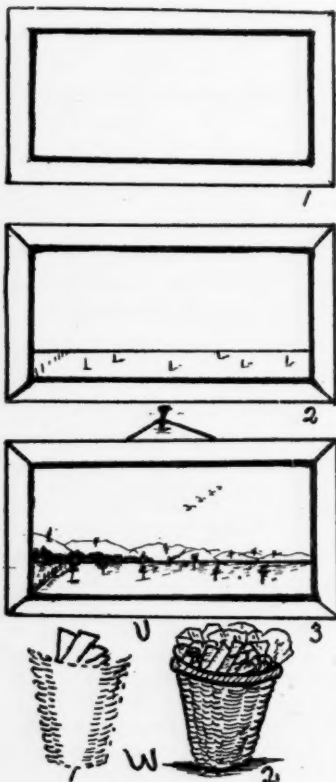
Write the word for each abbreviation given below and enlarge the list and use abbreviations in sentences:

Mdse., Fnts., hhd., Esq., @, Mo., do., P. S., Dec., Hon., Jno., D. C., Co., Messrs., ult., payt., bbl., inst., Recd., St., a. m., S., §, prox., p., M. D., yd., lb, a a, R. I., Capt., hdkf., i. e., pp, ll., qt., c or ct., b., & Co., Prof., M., Ph. D., i. e., alt., oz., acct., Dr., Mme., C. O. D., Mss., H. R., P. O., e. g., R. R., R. S. V. P., M, viz., Rev., etc., M. C., bu., N. B., No.

Write the customary abbreviations of the months, of the days of the week, of the holidays and of all the States and Territories.

DRAWING LESSONS.

BY J. H. BARRIS.



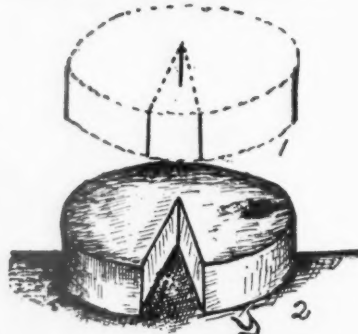
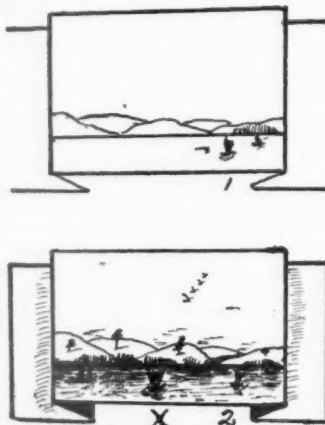
LESSON V.

1. Draw lines as fig. 1.
2. Add lines as in fig. 2, allowing class time to add each line before you draw the next one.

3. Complete by adding lines as in fig. 3.

LESSON W.

1. Draw dotted curved lines as in fig. 1.
2. Complete as fig. 2.



LESSON X.

1. Draw shaded lines as fig. 1.
2. Complete as fig. 2.

LESSON Y.

1. Draw dotted lines as fig. 1.
2. Complete by using shaded lines as fig. 2.

My son, observe the postage stamp—its usefulness depends upon its ability to stick to one thing 'till it gets there. —Exchange.

Small Scholar: "If you gif me one hunterd per cent. in my next examination, I gif you a dollar."

Teacher: "Why, Isaac, I'm ashamed of you! What put such an abominable idea into your head?"

Small Scholar: "My fader promised me two dollars der first time I get one hunterd per cent."

Only Common Sense.

There are really only two things the successful teacher needs to have—knowledge of his subject matter and knowledge of his pupils. The first of these can be gained only by study, the second only by experience. The man who has never been a real child himself cannot effectually teach children; and he who does not know by experience the warm hearted, exuberant gayety of school and college boys cannot successfully teach them. Furthermore, the teacher who spends more time on the method of teaching literature than on literature itself is sure to come to grief. Greatest of all forces is the personality of the instructor; nothing in teaching is so effective as this; nothing is so instantly recognized and responded to by pupils; and nothing is more neglected by those who insist that teaching is a science rather than an art. After hearing a convention of very serious pedagogues discuss educational methods, in which they use all sorts of phraseology, one feels like applying Gladstone's cablegram: "Only common sense required." —The Century (Editorial).

We present you this clipping, dear reader, for your comfort. Read it over after you have been listening all a hot summer afternoon to some long-winded institute lecturer expatiating upon the beauty of scientific teaching and the awfulness of presuming to teach without having first passed through that course of training necessary to turn you out a scientific teacher; read it over again when you find yourself brain-sick and nerve-sore in your fruitless efforts to understand some great pedagogical book to which you have been sent for direction and light; read it over again every time some would-be philosopher attempts to read you out of the profession because you have not been baptized into psychology—in fact, read it often. There is much comfort in it, and much truth, too. "Only common sense required!" Amen! But if common sense is required, what a host of our scientific teachers are utterly without requirements! Be comforted, patient, earnest, faithful teacher? It is true that to know your subject and to know your pupils is and ever will be the essential qualification for successful teaching.—School Exponent.



THE WORLD AND ITS PEOPLE—BOOK VII. Views in Africa by Anna B. Bedlam. Edited by Larkin Dunton, LL. D., Silver, Burdett & Co., Boston.

Many books have been written about Africa for older folks; but this volume is very successful in unlocking the treasures of this hitherto inaccessible field for the special benefit of the young. The author has an interesting subject in the inhabitants of the Dark Continent, and she tells the story of their occupations, interest, homes, modes of thought and feeling in such a manner as to hold the attention of any boy or girl and awaken in them a broad sympathy for mankind. Silver, Burdett & Co., the publishers, are doing much to supply good, wholesome, elevating, reading for the young in their series of the Young Folks' Library, of which this volume is No. VII:

HORACE MANN, THE EDUCATOR, by Albert E. Winship, Boston, New England Publishing Company, 1896.

In this little volume of 101 pages Mr. Winship presents in clear outline the essential features of the life and work of the man who is thus far beyond question the universally accepted embodiment of America's ideal educator. Horace Mann possesses the alertness, the flexibility and the many-sidedness of mind which make it possible for a man to foresee, rightly estimate and successfully meet an emergency. As Mr. Winship indicates, it was not to any one specially brilliant quality, but to a rare combination of sterling qualities, that the great reputation and power of Horace Mann was due. It was to this complexity, this all-sidedness of mind, that he owed "his power to make and command a crisis," in which phrase Mr. Winship sums up his estimate of the characteristics of Horace Mann. Mr. Winship is especially emphatic in his commendation of the reports issued by Mr. Mann as Secretary of the Massachusetts Board of Education. He declares that "there has been nothing to compare with them," and that "at this day it is a better education to read his twelve reports, his speeches and his controversies than the wrifing of any ten men, aside from Henry Barnard and W. T. Harris."

Mr. Winship's sketch is calculated to stir enthusiasm concerning a man, who, himself, was the soul of enthusiasm in education. And as enthusiasm is "interest" of the higher order, it is specially desirable that all teachers, and especially all young teachers, should connect themselves through this electric circuit with the greatest interest of the day and of the world, that so they may be stimulated to the actual development of the true educational faith, and of the power to "give a reason for the faith that is in them," and of the will to work out this faith in rational, positive form..

THE GLORY OF THE GARDEN. By William Vincent Byars.

This neat volume of 190 pages constitutes the second series of Studies in Verse which Mr. Byars has printed and sent out without the imprint of a special publisher. With the general character of his work the readers of the "Journal" are already familiar. And those who have the wit to send to the author and get a copy of this second series will find themselves well rewarded for so doing. It is not a volume of love songs to remind one of Heine, but rather a series of sonnets more in the serious Dantean mood and subtly appreciative of characteristic feminine qualities as exhibited in this and that historical or mythical woman. We expect to take the liberty of reproducing some of these in future numbers of the "Journal."

HENRY W. GRADY, THE EDITOR, THE ORATOR, THE MAN. By J. W. Lee. St. Louis Christian Advocate Co., 1414 Lucas place, St. Louis, Mo. 1896.

In this little book of 106 pages the Rev. Dr. Lee presents a beautiful and telling tribute to the memory of the hero of the New South. Henry W. Grady was a teacher of like enthusiasm, of like energy, and of like genius with Horace Mann. And if his teaching was done through the columns of a newspaper and from the rostrum, it was none the less genuine and effective in its educational values.

We fear the Philistines will think Dr. Lee is too poetic, not to say "fanciful," in his treatment of his chosen theme. But then the world outside Philistia is, after all, the major part of the world, and will see to it that this inspiring little volume shall be made a regular text book in the rapidly widening school of self-instruction that really comprehends what the New South is and represents.

W. M. B.

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"I want to ask one more question," said little Frank, as he was being put to bed. "Well," acquiesced the tired mamma. "When holes come in stockings, what becomes of the piece of stocking that was there before the hole came?"—Exchange.

Are You Going to Buffalo?

Of course you are; and if you are as wise as you look you will go via the popular Big Four Route. No other line can offer you such elegant service, superb dining cars and luxurious coaches. The "Knickerbocker Special" leaves St. Louis daily at noon and arrives at Buffalo early next morning (6:18 a. m.). Low rates will be made on account of the National Education Association, and you must not miss this opportunity to make an Eastern trip. Write to W. J. Lynch, Assistant General Passenger Agent Big Four, St. Louis, for full particulars.



The "Review of Reviews" for June is one of the best, in the sense of being filled with especially strong articles, that has yet appeared. All eyes are just now turned upon "St. Louis as the Convention City," and Albert Shaw's article on that subject will be read with great interest. Among other things he says:

"Few persons in the East are aware that it now takes practically first rank as a center of boot and shoe manufacturing, while its metal industries are of enormous importance. At its very doors are the vast coal fields of Southern Illinois, and iron ore is abundant at a short distance in Missouri. Thus, considered as an industrial community, St. Louis has at length reached the point where its own momentum makes certain a large future growth. It will be a city of a million inhabitants within ten or twelve years."

With its June issue "The Arena" enters upon the sixteenth year of its existence, and commemorates the occasion by appearing in a new dress, by a more than usually attractive array of articles and by the announcement: "We have arranged for so much that is strong, vital and ennobling from the pens of the world's recognized leaders and specialists that we feel confident in assuring our readers that volume 16 of 'The Arena' will eclipse all previous volumes in value for thoughtful men and women who are in touch with the great, live and vital problems of the hour." Of these "vital problems of the hour" the June issue deals with "The Direct Legislation Movement and Its Leaders," "A National Platform for the American Independents of 1896," "The Telegraph Monopoly," "Bimetallism" and sundry other political themes. The leading paper of this number is by the Rev. Samuel J. Barrows, D. D., and is entitled "Celsus, the First Pagan Critic of Christianity, and His Anticipation of Modern Thought."

"A Prophet of Freedom" (J. G. Whittier), by the editor, B. O. Flower, is delightfully written and the frontispiece is a fine portrait of the gentle but heroic Quaker poet. Arena Publishing Co., Copley square, Boston. Single numbers, 25 cents; per annum, \$3.00.

There are two papers in the June number of "The Century" that are of particular interest in conjunction with the approaching convention at St. Louis, one being by Dr. Albert Shaw, entitled "Notes on City Government in St. Louis," the other by Joseph B. Bishop on "Humor and Pathos of Presidential Conventions." Dr. Shaw's paper is by no means a merely local study, for it concerns every American city which is dealing with the question of economic government, and particularly the cities in the Mississippi River system. Mr. Bishop's article is a study of the personal element in Presidential conventions, describing the unsuccessful quests for the nomination by Clay, Webster, Seward, and Blaine, the first "dark horse," and modern "stampede" tactics. The second of Mr. James Bryce's "Impressions of South Africa" takes up the race question. Mr. Bryce describes the differences that arose between the Boer farmers and the Government of the Cape Colony, the great trek into the Transvaal, and the first interference of Great Britain in the affairs of the Boer Republic. As, by reason of recent occurrences, American travelers are likely to be less welcome in Spain than heretofore, an additional interest attaches to the paper on "Lights and Shadows of the Alhambra," by Mrs. Elizabeth Robins Pennell, wife of Joseph Pennell, the artist, by whom it is fully illustrated. Mrs. Pennell gives a vivid impression of the Alhambra in midsummer, including the life of the people, and the delights and hardships of the tourist. Prof. Sloane's "Life of Napoleon" takes up the Austrian marriage, the birth of the King of Rome, and the disastrous Russian campaign. There is an article on "Sargent and His Painting," with particular reference to his Boston Public Library decorations. The text is by William A. Coffin, and many of Sargent's pictures are reproduced, including two wood cuts by Cole. In the way of fiction there are two short stories besides the serials.

THE TERRIBLE STORM.

A terrific tornado swept over St. Louis Wednesday, May 27, leaving death and desolation in its wake. A densely inhabited portion of the city eight miles long and about one-half mile in width was laid in ruins. Seven thousand houses were partially wrecked or utterly destroyed and hundreds of people were instantly killed or more or less injured. It is safe to say that not less than 430 people perished in St. Louis and East St. Louis,

just across the river. Thousands of people that were well-to-do a week ago are reduced to beggary and want. It is estimated that the loss in property is from \$20,000,000 to \$25,000,000.

THE SCHOOLS.

Our readers will be interested in knowing how the schools fared. In St. Louis 20 school buildings were damaged, some of them very badly. The total amount of contracts already let for repair amounts to about fifty thousand dollars. The following schools are closed on account of the condition of the buildings:

Carroll, Clinton, Froebel, Gardenville, Grant, Gravois, Hodgen, Iacide, Lafayette, Madison, Peabody, Pestalozzi, Sumner High, Attucks, L'Ouverture and Wheatley.

The Charles, Humboldt, Longfellow, Roe and Shepard schools are partly closed.

While all these schools have not been formally closed by the Board, it is safe to presume that they will not be opened any more this year.

Superintendent Soldan believes that the closing of the schools will have no effect on the pay of the teachers. All members of the Board seen expressed themselves in favor of paying all salaries in full.

The Douglas school at East St. Louis was totally wrecked, as also was the homes of nearly all the residents of the district. Superintendent T. J. McDonough is doing good work on the relief committee.

HOW TO GET TO BUFFALO.

The Toledo, St. Louis and Kansas City Railroad (Clover Leaf Route) in connection with the great Lake Shore and Michigan Southern Railway will undoubtedly be the favorite route from St. Louis to Buffalo for the teachers and others who desire to attend the meeting of the National Educational Association.

The Clover Leaf management desires to state to the teachers that an arrangement has been effected whereby those desiring to do so can avail themselves of the opportunity of taking a trip across Lake Erie.

This voyage across Lake Erie during the hot, dusty days of July is a luxury to travelers, and this feature of the journey should not be overlooked by teachers and others intending to make the trip.

Passengers can have their choice of taking the all rail route or going via the boat line from Toledo and returning by rail, or vice versa.

A special train composed of elegant reclining chair cars and Wagner palace sleeping cars will leave St. Louis Union Station at 8:30 p. m. July 6, arriving at Toledo the following morning at 8:30, where connection will be made with the Detroit and Cleveland Steamship Company's palatial passenger steamship "City of the Straits," and "State of New York," for Cleveland and Buffalo.

Write to J. E. Davenport, D. P. A., 505 Olive street, St. Louis, Mo., for further information.

SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.

The fifteenth annual meeting of the Southern Illinois Teachers' Association will be held at Murphysboro, June 30 and July 1 and 2, 1896. A strong program is out and as the meeting is being well advertised all over Southern Illinois, we predict a very large attendance. The railroads will make special rates on the certificate plan. The hotels give reduced rates to members and the local committee will furnish excellent music.

The executive committee, the local committee, and the good people of Murphysboro are sparing no pains to make this the most pleasant, profitable and largely attended meeting in the history of the Association. Every teacher in Southern Illinois is earnestly requested to assist in securing this result. There seems to be no good reason why our Association should not have as large an attendance as the Central and Northern Associations. Encourage those to attend who have not been in the habit of attending, by calling their attention to some of the benefits to be derived from these teachers' gatherings.

Love labor; for if thou dost not want it for food, thou mayest for physic. It is wholesome for the body, and good for any mind.—Penn.

How to Get There.

Buffalo, N. Y., having been selected as the meeting place of the National Educational Association, July 7 to 11 next, the most important thing to be considered is how to get there. The Wabash Line has carried so many thousands of your members to your annual gatherings in the past, and again comes to the front with its direct line and superb train service, and offers you the same low rates, placing the expense of the trip to Buffalo at a figure within the reach of all, and a speedy, safe and comfortable journey is insured. In addition to the great reduction in rates, tickets purchased via the Wabash Line will be good for return passage long enough, if you have the time to spare, to pass the whole of your summer vacation at the cool and delightful resorts of the East without additional expense for railroad fare. C. S. Crane, General Passenger and Ticket Agent, St. Louis, Mo.



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REMEMBER, when sending in your list, be sure to mention the fact that you are in the contest. Say, "I want that Dictionary," "I am after that premium," or simply say "Dictionary," and then we will keep the record of your names separate and know just how many you send. Now, all at it and all together, and that Dictionary is yours.

BUSINESS.

KIND WORDS.

The "American Journal of Education" is one of those which I read regularly, and never without profit. In Prof. Bryant's articles, especially, I have found some of the best thoughts in modern education. Very respectfully,

F. LOUIS SOLDAN,
Supt. St. Louis Schools.

I receive the "American Journal of Education" regularly, and enjoy it very much. I congratulate you upon having Prof. Bryant as editor. He is a man of very exceptional capacities and of a high reputation in this particular direction.

WM. L. MURFREE,
Boulder, Colo., Feb. 26, 1896.

I must thank you for the "Journal of Education." You are making an entirely new thing of it—one of the educational journals that any one who would understand the best educational thought of the time, must have. LOUIS J. BLOCK,
Prin. Marshall High School, Chicago.

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Your "American Journal of Education" is worth half a dozen of some other educational papers. ANNIE L. PEARSON,
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The "American Journal of Education" is one of the most helpful of all journals published for the teacher, and I am glad to welcome more and more of them into my county.
JAMES H. MARTIN,
Co. Supt., Monticello, Ill.

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J. W. CASTEEL,
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E. B. MEADERS,
Co. Ex. Conway Co., Ark.

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J. T. PURKETT,
Co. Ex., Russellville, Ark.

I deem the "American Journal of Education" one of the best educational papers published, and at the very low price for which you offer it, it does seem that every teacher in the State would become one of its subscribers. Its value to the teaching profession cannot be overestimated, and I should be glad to know that every teacher in this county was receiving it regularly.

GEO. P. CRANDELL,
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I find the "American Journal of Education" very valuable in my work, and it keeps me posted on the educational affairs of the State.
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County Supt., Wabash Co., Ill.

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E. M. HALL,
Co. Com., Ulrich, Mo.

The "American Journal of Education" is well liked by many of the best teachers in this county, and it occupies a prominent place in my office.

M. M. MALLARY,
Co. Supt., Marshall Co., Ill.

The "American Journal of Education" is one of the foremost educational papers of the United States. It is so good I cannot say enough for it.

J. L. HICKMAN,
Co. Com., Iron Co., Mo.

Your "American Journal of Education" is appreciated. I think every month it gets better.

JOHN F. OSBORN,
Co. Com., Evansville, Mo.

The "American Journal of Education" is filled with valuable help for a teacher, and I wish all of the teachers of Carroll County were its readers.

L. W. RODER,
Com. Carroll Co., Mo.

I value the "American Journal of Education" very highly, and wish it much success.

J. H. CALDWELL,
Co. Ex. Fulton Co., Mo.

I think the "American Journal of Education" is a paper of great merit and I would be glad to have more of our teachers read it.

JOHN W. SMITH,
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I receive the "American Journal of Education" regularly and appreciate it very much.

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Supt. Schuyler Co., Ill.

I shall recommend the "American Journal of Education" to all our teachers.

J. A. HYLTON,
Co. Com., Ava, Mo.

It affords me pleasure to say that I regard the "American Journal of Education" as one of the very best of the many educational journals I receive. It has been a help, an inspiration in my school work. I wish that every one of my teachers subscribed for and read it.

BRICE EDWARDS,
Com. St. Charles Co., Mo.

The "American Journal of Education" is a good one and ought to be in the hands of all the teachers in the county.

A. J. WRAY,
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I am well pleased with the "American Journal of Education."

W. P. KENNEDY,
Co. Com., Rathbern, Mo.

I take pleasure in recommending your "Journal" to the teachers of my county, for my own experience teaches me that reading it will better qualify them for their work.

C. E. MORRIS,
Co. Ex., Rector, Ark.

AMONG THE NUMBER.

The appalling disaster that befell our city last week did not spare the publishers of "The American Journal of Education." Their large and splendidly equipped printing establishment was seriously damaged. Three stories of the front wall of the building were hurled into the street. Although a number of employees were still in the building no one was injured. The suspense and anxiety for a short time were terrible. We all rejoice that the establishment suffered no worse than it did. Of course the affairs of the house were badly demoralized. The loss of business is distressing enough, but everybody is working to recover from the damages sustained.

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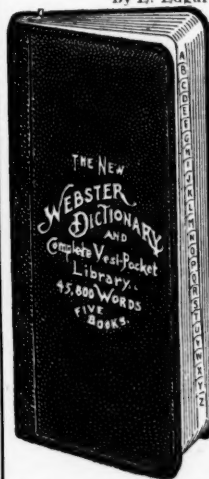
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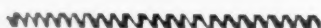
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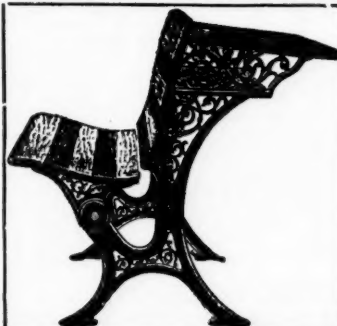
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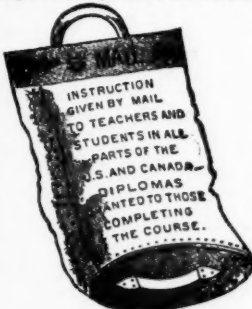
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